Progress Report: Educator Effectiveness Systems
Human Resources Services & Support
Presentation to the Board of Education

May 14, 2014

Human Capital Data Management

Our goal in HR is to find, keep and grow extraordinary adults who are committed to providing incomparable instruction, services and schools for Oakland's children. Improved human capital data management will help us better understand who our employees are, where they are coming from, and what makes them successful. Without this information, it is difficult to ensure that we are providing our students with the most effective teaching, leadership, and support and that we are providing our employees with the most effective professional growth and learning opportunities.

As you know, HR has embarked on an effort to create a comprehensive and integrated group of high quality technologies and processes, supported by a strong data culture, designed to collect and maintain staff-related data. Though this initiative is a multi-year endeavor, it has only been resourced for the 2013-14 school year. Advancing this critical work is contingent on securing further funding for the 2014-15 school year and beyond.

This year, HR has completed work to expand human capital data management capacity, enabling the department to:
- Report on high leverage human capital areas, like teacher turnover and retention rates, teachers' undergraduate degree institution, and probationary and temporary employee demographics and employment outcomes;
- Collect key employee information that was not formerly tracked, like personnel issues and progressive discipline outcomes and probationary employee retention recommendations and outcomes; and
- Identify critical data points in a consistent way over time, like teachers as a distinct group of OUSD employees, employee school site or central office department, and active employees at OUSD.

Long term improvement in human capital data use will necessitate ongoing investment in HR positions and technologies. Next year, the Human Capital Data Team plans to expand from a team of two to a team of four to undertake further process improvement work, to build reporting capacity, and to implement a human capital technology. To build the Human Capital Data Team and to purchase and implement a human capital technology will require $1,800,000. With current allocations of $140,000, $1,660,000 of this need is not yet funded.

The Effective Teaching and Effective Leadership Task Forces have been working since 2010-2011 to develop improved teacher and leader growth and development systems in order to ensure high quality effective teaching and leadership in each school and to increase educator retention. During the 2013-2014 school year, we implemented three teacher evaluation pilots and a principal evaluation pilot in collaboration with OEA and UAOS. As a result of these efforts, we are scaling up new teacher and leader growth and development systems to nearly a third of the district next year in order to build capacity for system wide implementation in 2015-2016.

Through the pilots this year, we learned important lessons from pilot participants as well as from our own experiences managing the implementation of these systems. These lessons include:

- Teachers and leaders reported that their evaluation experiences were more meaningful and supportive of their growth and development than their experiences in the current systems. One of the key factors they cited for this was the use of the frameworks that define effective teaching and leadership to allow them to understand clearly what improved performance looks like. The Oakland Effective Teaching Framework and the Oakland Leadership Dimensions have been locally developed to reflect the necessary skills to be successful within our diverse community. Additionally, participants valued the opportunity to have additional perspectives on their practice through the use of structures such as the student and staff surveys and alternate observers.
- It has become clear that this work is not simply about the implementation of new evaluation systems. The development of meaningful systems of evaluation and support is going to require changes in district culture and practice. To adequately build capacity for this change, it requires significant time and resources. One of the key training investments are evaluator certification systems to ensure we are collecting valid and reliable data about teacher and leader performance. Additionally, we must examine the conditions necessary for principals and executive officers to prioritize this work.
- One of the key areas of focus in the coming year will be to align the various programmatic initiatives that are underway across the district to the effective teaching and leadership frameworks. This alignment will accelerate teacher and leader growth by establishing a common vision and language for effective teaching and leadership. It will also allow the central office to measure the effectiveness and impact of their professional learning programs to maximize our resources. Another important area for learning as the pilots expand will be to determine the necessary site and central staffing to support a focus on educator effectiveness.

Expanding the pilot work as proposed in 2014-2015 will require additional significant investment to ensure high quality pilot implementation and to support the necessary site and central capacity building to prepare for system wide implementation the following year. The teacher and leader growth and development systems are projected to cost $4,852,600. With current allocations of $3,910,000, $942,600 of this need is not yet funded.